

GRADE ONE

GOAL ONE

CREED: Understand, believe and proclaim the Triune God as revealed in the signs of creation, Sacred Scripture, Catholic Tradition and human experience.

LEARNING OUTCOME

Critical for Mastery

1.01.01

Show understanding that God is the [Creator](#) of all things in the universe calling all creation good.

SAMPLE ASSESSMENT

Read Genesis 1, 1-31, to children in story telling form. Dramatize the six days of creation. Draw the days of creation and place on bulletin board in order of the days. Play a game helping children to commit to memory the days of creation. State meaning of Creator and universe. Associate God with the One who created the universe as good. Using verses from Psalm 104 assist students in thanking God for creation.

CONNECTIONS

Science. Find a video or book that describes the universe. Identify stars and galaxies. Identify the Milky Way Galaxy and the location of the solar system in the galaxy. Identify the sun, moon, planets and earth in relationship to the solar system. Draw a diagram of the solar system. Place drawing with a poster of the solar system. State the age of the universe and compare to age of students.

1.01.02

Indicate belief that God made [human beings](#) giving them responsibility for the care of the earth.

Read Genesis 1, 26-30, to children in story telling form. Dramatize God's making human beings in God's image and likeness, giving them responsibility to care for creation. List how we take care of the earth and its people. Using Psalm 139 assist students in thanking God for making human beings.

Family Life. Identify who are the members of my family. State how my parents/guardian care for me. State how my parents/guardian protect and care for the whole family.
Science. Using a globe or a picture of earth taken from space. Locate where we live on the earth. Draw a picture of the earth from space. Place students' drawings with the photo image of the earth.

1.01.03

Comprehend that I am made by God destined to be with God [forever](#).

Read Genesis 2, 1-24, to children in story telling form. Dramatize how God walked with the man and the woman in the garden. Draw a picture of the garden. State meaning of forever. Identify ways that God is with me.

Health. Identify the senses of the body. Show how each of the senses helps us to observe what is around us. List how we use our senses to give us information. Show how we use our senses to keep us healthy.

1.01.04

Show understanding that God [reveals](#) himself to us in all of [creation](#).

State meaning of reveal and creation. Reviewing the Genesis stories, identify how God shows his active presence in creation. State that although we cannot see God with our senses, we can perceive God in the order, beauty and power of creation. Design a prayer service thanking God for revealing God's self to us.

Science. Identify the sun as a source of light and energy. Trace the movement of the sun in the course of the day. Identify how the movement of the sun changes during the seasons. List how the sun is used to sustain life. Identify why it is important for us to have light. Identify how the sun is with us even though we cannot see it. Draw a picture of the sun in the sky during any of the seasons.

<p>1.01.05 Comprehend that God is everywhere, all knowing and all loving.</p>	<p>Dramatize in a shadow play how God is present in all of creation. State that God not only created everything, God continues to keep creation in existence. State that God is everywhere. Explain what it means to know and to love.</p>	<p>Family Life. State how my parents/guardian know all about me and what I do. List what my parents/guardian know about me.</p>
<p>1.01.06 Show understanding that God created me as good and cares for me as a loving parent.</p>	<p>List how students explain that they are fundamentally good and lovable.</p>	<p>Family Life. Draw a picture of my parents/guardian taking care of me. Describe why it is important that family members treat each other with respect and love.</p>
<p>1.01.07 State belief that there are Three Persons in one God: Father, Son and Holy Spirit.</p>	<p>State meaning of belief. State basic understanding that there is only one God. State the mystery that God reveals himself as Three Persons: Father, Son, Holy Spirit. State that this is a mystery we do not understand but believe to be true. Identify the Sign of the Cross as a prayer naming the Persons of the Holy Trinity.</p>	<p>Math. Cut out a large circle of colored paper. Cut out smaller amorphous shapes of other colors and place in circle. Identify how many circles there are. Identify how many amorphous shapes there are. Take away one or more of the amorphous shape/s and name the remaining number. Practice subtraction. Identify if number of circles changed.</p>
<p>1.01.08 State Jesus as God’s Son who was sent by God to teach us how to love one another as God’s children.</p>	<p>State that Jesus is God’s true Son. State the Jesus called God his “Father.”</p>	<p>Literature. Find a trade stories about parent/s and children from various cultures. List cultures, countries and how parents care for their children.</p>
<p>1.01.09 Identify God the Holy Spirit as God’s Spirit alive in us.</p>	<p>State that the Spirit of God dwells in us and works in us to do good. List how we help members of our family. List how we help others outside of the family.</p>	<p>Science. Explore how we breathe air in and out. Practice deep breathing exercise. Describe how taking in new air makes us feel. Describe how air keeps us alive even though we cannot see it.</p>
<p>1.01.10 Identify Mary as the Mother of Jesus and the Mother of God.</p>	<p>Read Luke 1m 26-38 in story fashion. State that God the Father chose Mary to be the Mother of his Son and, therefore, the Mother of God. State that this is a mystery that we do not understand but we believe.</p>	<p>Music. Learn a Marian hymn. Create motions to express the meaning of the hymn and do motions together. Art. Find an appropriate culture image of Mary and place in sacred space of the classroom. Draw pictures of this image.</p>
<p>1.01.11 State meaning of the name of Jesus as “God saves.”</p>	<p>Identify significance of Jesus’ name.</p>	<p>Family Life. Write the names of family members.</p>

1.01.12

Describe meaning of [heaven](#).

Explain how heaven is a state of happiness with God. List reasons why children want to be happy with God always. Examine how I know that I am happy. State that God takes care of me when I am happy and when I am sad.

Health. List how I know that I am happy. Identify how happiness is important for good health. Contrast with identifying sadness in my life. Examine why it is important to take special care of myself when I am sad. List these ways of self-care during times of sadness and place on bulletin board.

1.01.13

Describe the meaning of [faith](#).

State meaning of faith. Examine why it is important to believe in God.

Family Life. Identify things at home that remind me of the presence of God in my life. Report list to the class. Identify religious objects in the classroom that are similar to the objects found at home.

1.01.14

Identify the [Church](#) as a community of those who believe in God and teach us to understand how God reveals himself to us.

State meaning of Church. Differentiate church as a community from a building where we worship God.

Science. Identify animals that live in groups. List factors that make it important for animals to live in groups. Make a bulletin board of pictures of animals that live in groups.

GRADE ONE

GOAL TWO

SACRAMENTS: Understand and participate in the sacraments of the Church as efficacious signs of God’s grace, instituted by Christ and entrusted to the Church.

LEARNING OUTCOME

SAMPLE ASSESSMENT

CONNECTIONS

1.02.01

Identify [sacraments](#) as signs of God’s love for me.

Name the word sacrament. Define sacrament as a special sign of God’s action and love for me. State meaning of sign. List the seven sacraments with pictures of people receiving these sacraments in Parish Life bulletin board.

Family Life. Describe how my parents/guardian and/or older siblings teach me how to protect me from danger by understanding signs (example, when crossing a street). Identify how belonging to a family protects me from danger.

1.02.02

State that the [Sacrament of Baptism](#) makes me a member of the Christian community, the Church.

Identify the Sacrament of Baptism as the first sacrament received that welcomes me into the Church. Bring a photo of my baptism. Place students’ photos in Parish Life bulletin board. State importance of receiving the Sacrament of Baptism. Place baptismal date in faith portfolio.

Parish Life. Visit the parish office. Show students the registry in which baptisms are recorded. State the date of the first recorded baptism. State the date of the last recorded baptism. Locate own name and date baptized. Take photos of this activity and place in Parish Life bulletin board. (08)

1.02.03

Identify the essential elements of Baptism.

Identify the essential elements of Baptism: words and pouring on of water. Identify the words of Baptism: “I baptize you in the Name of the Father, and of the Son and of the Holy Spirit.”

Science. Make a list of about 20 – 30 animals. Identify how these animals might be classified by what characteristics. Classify the animals based on characteristics identified by students.

1.02.04

Describe the Sacrament of Baptism as the first sacrament allowing Christians to receive other sacraments.

Visit the baptistery of the parish church. Identify who is baptized. Identify the place of baptism. With a doll demonstrate the ritual of baptism using words, water and other ritual signs such as the candle, white dress and oil. Have students act as parents, godparents and acolytes. Identify the Easter Candle and its role in the ritual. Invite the pastor or associate to demonstrate the ritual and answer students’ questions. Take photos of this activity and place in Parish Life bulletin board.

Biography. Share the story of the life of St. John the Baptist as found in Luke 1, 39-45, 57-68, 80 and Luke 2, 1-20. Identify John as the cousin of Jesus. State that John was very close to God and lived in the desert. State that John baptized people as a sign of washing from sin and repentance. Identify how John told the people what they must do. Identify that John baptized Jesus. Find an artistic rendering of John baptizing Jesus and place in sacred space of classroom. (04, 07)

1.02.05

State that Jesus Christ gave the sacraments to the Church.

Read John 2, 1-11 telling the story of the wedding at Cana. Identify the event and characters of the story. State what Mary, the Mother of Jesus, asked Jesus to do. State what Jesus did. State marriage as a sacrament. Identify Jesus Christ as the Head of the Church who gives his followers special signs of his activity and love.

Art. In an artistic rendering of the wedding at Cana describe the story of Mary's request to Jesus. Describe how the bride and groom felt when there was more wine. Identify why the people were surprised. Place the picture in the sacred space of the classroom.

1.02.06

Describe how when we are baptized we become followers of Jesus Christ: [Christians](#).

State meaning of Christian. Describe those who follow Jesus as Christians. Identify self as a follower of Jesus who is baptized. Read John 3, 1-21 in story fashion. State Nicodemus as a Jewish leader who asked Jesus what it means to follow Jesus. State that Jesus gives us light to understand him. State that Jesus was sent by God his Father to save the world from darkness.

Dictionary. Find *Christian* in a dictionary. State several definitions of the word. State derivation of the word from Christ. Identify meaning of word *Christ*.
Music. Learn song "This Little Light of Mine" (African American) with gestures. Identify how Jesus is the one who gives us light.

1.02.07

Show basic understanding that God forgives us and gives us a sign of [forgiveness](#) in the [Sacrament of Penance/Reconciliation](#).

Read John 8, 53-11 in story fashion. Identify the woman's sin as very serious and posed a penalty of death in the laws of the day. State who would condemn the woman to death. State what Jesus did. State what the accusers did. Recount what Jesus said to the woman after the men left. Express how you think the woman felt after Jesus saved her. State the Sacrament of Penance/Reconciliation as a sign of God's forgiveness of our sins.

Family Life. List what we willfully do to hurt members of the family. Identify how family members forgive one another. Identify who in the family teaches us to forgive. Describe how it feels when a member of the family forgives you.
Art. Draw a picture of a family member forgiving me. Place picture in faith portfolio.

1.02.08

Exhibits basic recognition of the Sacrament of [Eucharist](#) as a sign of Jesus sharing himself with us in a special meal called the [Mass](#).

Read Luke 22, 14-20 in story fashion. Identify that Jesus ate a special meal with his friends on the night before he died. Describe what happened at the meal. Describe how we share a meal in memory of Jesus at the Mass. State that the bread and wine become the Body and Blood of Jesus in the Sacrament of the Eucharist. State that we receive Jesus in the sign of the bread and wine.

Liturgy. Identify the basic symbols of the Eucharistic meal: bread, wine, and words of consecration. Identify other symbols of the Eucharist: altar, tabernacle, sanctuary light, processional cross, Book of Gospels. (05)
Music. Learn musical settings for Memorial Acclamations used in parish Sunday Masses.
Family Life. Identify the special days when we as a family go to Mass together.

**GRADE ONE
GOAL THREE**

CHRISTIAN LIVING: Understand and live the moral teachings of the Church through a life of discipleship in Jesus Christ expressed in love for God, conversion, positive self-image, personal integrity, social justice, the dignity of the human person and love of neighbor.

LEARNING OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
1.03.01 Show understanding that God created me as good and loving to be respected and loved by others.	Read Luke 18, 16-17. Describe how Jesus treated children. Identify how Jesus described children as signs of God's kingdom. State that Jesus is God's Son who teaches us how to respect and love others as he did.	Music. Learn the song "For the Beauty of the Earth" (Pierpoint, Kocher, WLP). State how God shows love for us in creation and human love.
1.03.02 Exhibit sense that we have the light of Jesus shining in us so that we might love as Jesus showed us how to love.	Read Luke 18, 35-43 in story fashion. Describe what the man wanted Jesus to do. Express how Jesus gave the man what he wanted. Identify how the man responded to Jesus after he was cured.	Health. Place blinders on students several at a time and allow them to experience blindness for a few moments. After this experience, describe the limitations of blindness. Describe the importance of light in being able to see. Describe what blind people need in order to be able to be safe and healthy. Describe importance of good eye care.
1.03.03 State the God gave us the ability to choose freely to do what is good and avoid what is wrong.	State meaning of to choose. State meaning of free choice. Describe why it is important to be free. Distinguish the results of good choices from the result of bad choices. List choices that we can make in family life, in the classroom and with our friends.	Literature. Read a story about a character who has to make choices. Identify good choices that the character makes. Identify bad choices. Clarify feelings the character has about making good choices or making bad choices.
1.03.04 Express how we have healthy bodies when we take care of them.	Connect having healthy bodies with good choices about self-care. List good choices for self-care. Identify how in making good choices for our bodies we are obeying God's law to love and respect ourselves.	Health. List good choices about cleanliness and eating. Identify how our parents/guardian help me to make these choices. List things I can do when I am healthy. State how I can be healthy when I have physical limitations (ex. hearing impaired, etc.)
1.03.05 Exhibit understanding of obedience to others who care for our safety.	State meaning of obedience. Identify whom we must obey and why it is important to obey these people.	Health. Identify lures or situations that may lead us into danger. State why it is important to tell someone we trust that we are afraid.

<p>1.03.06 Distinguish good habits from bad habits.</p>	<p>State meaning of habit. Make a list of good habits and an opposing list of bad habits. Identify why it is important to practice good habits and eliminate bad habits.</p>	<p>Science. Make a list of animals and group them by their characteristics. Identify and list habits of animals within each grouping. Examine why these habits are important for survival.</p>
<p>1.03.07 State the two great rules of God and their meaning.</p>	<p>State meaning of rule. Read Luke 10, 25-28 with students. Identify the two great laws. Write the two great rules on chart paper and place on bulletin board. Commit these rules to memory.</p>	<p>Literature. Read a tale or story that has a moral meaning. Identify the moral meaning. Music. Sing “Where Charity and Love Prevail” (<i>Ubi Caritas</i>, WLP) State meaning of charity.</p>
<p>1.03.08 State meaning of virtue.</p>	<p>State meaning of virtue. Distinguish virtues from good habits. Identify how a good habit might become a virtue. Connect Christian living, loving and helping others and virtue. State the three virtues of Christian living: faith, hope and love. Relate virtues with the two great rules of God.</p>	<p>Family Life. List ways in which the family helps us to learn good habits. List ways in which the family helps us to live the two great rules of God. Music. Sing “Here I Am Lord” (Michael Ward, WLP). Connect virtue to God’s will.</p>
<p>1.03.09 State meaning of sin.</p>	<p>State meaning of sin. Distinguish sin from virtue. List bad behaviors of students that might be sinful. Identify bullying, antagonism, racism as sinful.</p>	<p>Social Studies. Gather news and magazine articles that picture bad habits or behaviors (i.e., smoking). State why these behaviors are not good for us.</p>
<p>1.03.10 State meaning of forgiveness and when we need to be forgiven.</p>	<p>State meaning of forgiveness. Identify who forgives us when we do something willfully wrong. Identify God as one who forgives us always when we are sorry.</p>	<p>Literature. Read a tale or story that shows a character forgiving another. Identify the characteristics of forgiveness. Express how the one forgiven feels.</p>
<p>1.03.11 Show understanding that all people are respected and appreciated for their gifts of culture, race and language.</p>	<p>Identify students in classroom by culture, language and race. State how each of these characteristics is important. Identify how we respect one another.</p>	<p>Social Studies. Using a DVD or other media, show a story about another culture. Identify characteristics of the culture. State how this culture is important to our world. Physical Education. Play a game that stresses interaction.</p>

GRADE ONE

GOAL FOUR

SCRIPTURE: Read, comprehend and articulate salvation history as conveyed in God’s revelation through the signs of scripture.

LEARNING OUTCOME

SAMPLE ASSESSMENT

CONNECTIONS

1.04.01

Identify the Holy Bible as a [sacred](#) book that [reveals](#) God’s love for us.

State meaning of sacred and revelation. Exhibit understanding that the Bible is treated with respect. Participate in a ritual placing the Bible in the sacred space of the classroom with appropriate seasonal colors and symbols.

Art. Make a paper chain using the appropriate color of the Church Year placing name of each student on a link. Place the chain around the Bible as part of the decoration of the season.

1.04.02

Name the [Gospel](#) as the good news about Jesus the Son of God.

State meaning of Gospel. Locate the gospels in the Bible understanding that they are at the end section of the Bible.

Language. Identify etymology of gospel. Write this on chart paper and place on bulletin board.

1.04.03

Identify Mary who received a message from the [Angel Gabriel](#) that she would be the Mother of Jesus the Son of God.

Read Luke 1, 26-38 from a children’s Bible. State meaning of angel. Identify Gabriel as a special messenger of God who announced to Mary that she would be the Mother of God’s Son. Express understanding that Mary said “Yes” to God’s request to her. Pray the “Hail Mary” in response to this story about Mary.

Drama. Enact the appearance of Gabriel to Mary. Allow students to take turns with these roles. Art. Locate an artistic rendition of the Annunciation and place in the sacred space with the Bible. Christian Prayer. Commit the “Hail Mary” to memory. Identify the parts of the prayer that come from Luke’s story. (06)

1.04.04

Identify that Mary’s cousins were [Elizabeth](#) and [Zechariah](#) who were the parents of [John the Baptist](#).

Read Luke 1, 31-80 from a children’s Bible. Identify Elizabeth, Zechariah and John as relatives of Mary and Jesus. Recount the story of Zechariah who did not believe the message of the angel. Write on chart paper Mary’s prayer in Luke 1, 46 and commit to memory. Draw a picture of the story of Mary meeting Elizabeth.

Drama. Enact the story of Elizabeth and Zechariah and Mary’s visit. Art. Locate an artistic rendition of the visit of Mary and Elizabeth and place in the sacred space with the Bible. Language. Identify etymology of Jesus, Mary, Zechariah, Elizabeth and John.

1.04.05

Identify the [Holy Spirit](#) of God at work in the lives of Mary and Elizabeth.

Identify the Holy Spirit as the Third Person of the Holy Trinity. Express how the Holy Spirit acted with Mary. Identify the Holy Spirit in the Sign of the Cross. State that the Holy Spirit is at work in us when we do God's will.

Science. Identify something we cannot see but know exists (ex. air, wind, breath). State how these objects are important to life.

1.04.06

Describe the birth of Jesus in [Bethlehem](#) written in the Gospel of Luke.

Recount the story of Jesus' birth as described in Luke 2, 1-20. Name the characters in the story: Mary, Joseph, angels, shepherds, the Infant Jesus. Using statues from a crèche identify all the characters. Enact the story of Jesus' birth as described in Luke. Draw a single large picture of the manger scene including the characters described in Luke. Have students color and decorate the scene for the Advent and Christmas seasons.

Liturgy. During an Advent liturgy, have students enact the story of Jesus' birth as described in Luke 2, 1-20.

Parish Life. In the manger crèche identify all the figures in the crèche highlighting the Luke's story. Family Life. Place a crèche in a special place in the home to celebrate the season of Advent/Christmas.

Recount Luke's story of Jesus' birth.

Family Life. Celebrate Advent/Christmas with Advent wreath, crèche, and Christmas hymns on CD. Live out the spiritual anticipation of Christ's birthday celebration.

Music. Sing traditional Christmas hymns especially "Silent Night," "O Come All Ye Faithful," "O Little Town of Bethlehem," "Angels We Have Heard on High."

1.04.07

Describe Jesus as a boy who lived with his family in [Nazareth](#) and grew in strength and wisdom just like other children.

Recount the story of Jesus presentation in the temple, his life in Nazareth and his going to Jerusalem with his parents as written in Luke 2, 32-52. Identify how Mary and Joseph must have cared for Jesus.

Geography. Identify the towns of Bethlehem, Nazareth and Jerusalem on a map of Israel. Locate the country of Israel on a world map.

1.04.08

Show understanding that Jesus was filled with God's Holy Spirit and had a [mission](#) to announce the good news through teaching and healing.

Recount the story of Jesus in the temple announcing his mission to the people as given in Luke 4, 14-22. State meaning of *mission*. Identify ways in which Jesus accomplished his work as found in Isaiah passage. State how the people responded to Jesus.

Dictionary. State meaning of *synagogue*. Identify what religious group goes to a synagogue to read the Bible and pray. (10)

1.04.09

Articulate the teaching of Jesus about who is greatest in the [Kingdom of God](#).

Read Luke 9, 46-48 and Luke 18, 15-17. State what Jesus' friends were arguing about. Identify who Jesus says is greatest in the Kingdom of God. State meaning of Kingdom of God.

Social Studies. Examine family life in another culture. State how parents care for children. Place photo images of the culture on bulletin board.

1.04.10

State that Jesus taught the people by using stories.

Recount the parable of the Good Samaritan in Luke 10, 20-37. Enact the story. State why it is important to be kind to others. Identify ways in which we are kind to others.

Mission. Participate in a school mission project providing an opportunity for students to give something that they have to others. State how it feels to give something away.

1.04.11

Show understanding that Jesus prayed and taught his friends how to pray.

Read Luke 11, 1-4. Identify elements of the "Our Father" in the passage. Pray the "Our Father" with the students. State what the prayer is asking from God.

Read Luke 11, 9-13. Identify what Jesus says about asking in prayer. Share what we ask God in prayer. Express why it is important to ask God for what we need. Write a simple prayer of petition.

Literature. Read a story about a character who is searching for something. Identify the object of the search. Identify the feelings of the character when the object is found. State how you feel when you look for something you lost and found it.

1.04.12

State that Jesus had power to heal others and raise people from the dead.

Read Luke 13, 10-17 in story fashion. Enact the story about healing the woman on the Sabbath. Identify how the leaders reacted to the healing. State how the crowd responded. Draw a picture of Jesus healing the woman.
Read John 11, 1-44 in story fashion. Enact the story of raising Lazarus. Identify Martha, Mary and Lazarus as close friends of Jesus. State where Jesus was when Lazarus died. Describe what Jesus did when he learned that Lazarus died.

Science. Read about the life of Luis Pasteur. Identify what Dr. Pasteur discovered. State how his discovery helped to keep people, especially children, from dying. Place a photo image of Dr. Luis Pasteur on bulletin board with his name and discovery. State what the work of a doctor is and why we visit a doctor.

1.04.13

State that Jesus had many friends who followed his way.

Read Luke 19, 1-10 in story fashion. Enact the story of Zacchaeus the tax collector. Recount the details of the story. Identify what Zacchaeus did when Jesus had dinner with him. State how Jesus responded. Draw a picture of Zacchaeus in the tree.

Physical Education. Learn simple climbing exercises and climbing safely.
Music. Sing the song "I Want to Walk as a Child of the Light" (Kathleen Thomerson, WLP)

<p>1.04.14 Show understanding that Jesus taught in the temple and the temple leaders questioned his authority to teach.</p>	<p>Define temple. Read Luke 19, 45-48 in story fashion. Recount the story. State why Jesus drove the sellers out of the temple. State what the temple leaders were trying to do. Express why it was difficult for the leaders to harm Jesus.</p>	<p>History. Using a drawing of the Jerusalem temple, describe what the Jews did in the temple: prayed, offered animal sacrifice, and paid the temple tax. Describe this as the place where the Jewish people worshipped God. (10)</p>
<p>1.04.15 Describe how Jesus ate with his closest friends on the night before he died.</p>	<p>Read Luke 14-20 in story fashion. Set a table placing on it the Passover dishes and some of the food, particularly the greens, matzo bread, and grape juice. Enact the last meal of Jesus with his friends and share the food.</p>	<p>Family Life. On Holy Thursday, celebrate the Passover with the family with oldest child answering questions about the meaning of the Jewish Passover. (10)</p>
<p>1.04.16 State that Jesus forgave his killers before he died.</p>	<p>Read Luke 23, 33-56 in story fashion. Recount the story. State how Jesus treated the men who were crucified with him. State how Jesus forgave the men who killed him. State the words of Jesus when he died. Describe what happened to Jesus' body. Place a crucifix in the sacred space of the classroom during the Triduum. Conduct as simple veneration of the cross ritual singing an appropriate hymn.</p>	<p>Family Life. On Good Friday, participate in the liturgy of the day, the solemn remembering of Jesus' death. Share what it means to die. Keep the day quiet keeping the solemnity of the day. Place the family crucifix in a special place for remembering Jesus' death. Share what it means to forgive. Pray the "Our Father" together. Music. Sing "Jesus, Remember Me" (Jacques Berthier, Taize, GIA)</p>
<p>1.04.17 Describe Jesus' resurrection from the dead and appeared to his friends.</p>	<p>Read Luke 24, 1-12 in story fashion. Recount the story of the resurrection. Identify the women and Peter as among Jesus' closest friends. Describe how the women and Peter felt when they saw the empty tomb. Read Luke 24, 13-35 in story fashion. Recount the story. Describe what Jesus did with the travelers. State when the travelers realize that the visitor was Jesus. Describe how the travelers felt.</p>	<p>Family Life. On Easter Sunday, participate in the Easter Mass. While in church, visit the baptismal font and Easter candle. Celebrate the day sharing Easter baskets and a special meal with family and friends. Share what resurrection means. State that the resurrection is a great mystery of our faith that we celebrate every time we go to Mass. Music. Sing "Jesus Christ is Risen Today" (WLP)</p>
<p>1.04.18 State that Jesus was taken to heaven to be with God his Father.</p>	<p>Read Luke 24, 36-53 in story fashion. Recount the story. Describe what happened to Jesus. Describe what his followers did. State how they felt. Pray Psalm 150 praising God for his greatness.</p>	<p>Science. Experiment with balloons filled with air and with hydrogen gas. Describe what happens to the balloons. State a reason why balloons rise or fall.</p>

GRADE ONE

GOAL FIVE

LITURGY: Understand and celebrate the liturgical rites of the Church as expressed in the Church Year and epitomized in the Eucharist the source and summit of Christian life.

LEARNING OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
1.05.01 Identify the church as a sacred place where we meet God and show God our respect and love.	State meaning of sacred. Show respect for the presence of God in the church. State that God is present in church.	Catholic Church. Find pictures of Catholic churches in newspapers and magazines. Place on Parish Life bulletin board. Find what is common to all Catholic churches. (07)
1.05.02 Express understanding that when we enter the church we bless ourselves with holy water making the Sign of the Cross and genuflecting .	State meaning of to bless, holy water and genuflect. Make Sign of the Cross with holy water. Say accurately the words of the Sign of the Cross. Genuflect with respect for presence of God.	Parish Life. Visit the parish church. Locate the holy water fonts. Practice sitting, standing and kneeling in church. Practice genuflecting and bowing as signs of respect for God. Practice silent prayer. (08)
1.05.03 Identify certain objects in church: altar , cross , tabernacle , sanctuary light, Easter candle , baptismal font , statues of saints, image of Mary, holy water fonts, Stations of the Cross .	Identify in the sanctuary of the church: altar, cross, tabernacle, sanctuary light, Easter candle and baptismal font (if in sanctuary). Identify image of Mary and statues of saints. Locate the Stations of the Cross.	Parish Life. Visit the parish church. Locate the objects identified in the learning outcome. Invite the pastor or associate to talk about the objects in church. Take a photo of the sanctuary and place on bulletin board with section on Parish Life. (08)
1.05.04 Identify the baptismal font as the place of the ritual of Baptism where we are first welcomed into the church.	State the purpose of the baptismal font. Draw a picture of the baptismal font and Easter candle and place in faith portfolio. Write "I am a child of God."	Science. Identify the three states of water and their use. List the uses of water at home, in school, outdoors, etc. Explain the importance of water for life.
1.05.05 Identify the priest as the one who leads in the celebration of Mass.	State meaning of priest. Identify the parish priest/s by name.	Parish Life. Invite the pastor to visit the class. Prepare questions the students have for the pastor and interview him at his visit. Take a photo of the pastor and place on bulletin board with section on Parish Life.

1.05.06

Show understanding that the [Mass](#) is a special meal given to us by Jesus.

State meaning of Mass. Describe why the Mass is a special meal. Identify what elements are included in the meal. Identify the altar as the table. State that at Mass we remember Jesus' last meal with his friends when he offered his body and blood as a special sign of God's love for the world.

Health. Describe the basic food groups. List the food each student eats in one day including liquids. Identify these foods based on the food groups. Identify what of the food groups may be missing. State why it is important to eat something from each food group daily.

1.05.06

Identify the proclamation of the [Gospel](#) at Mass as hearing God's word spoken to us.

State meaning of Gospel. Identify the Gospel as God's special word to us teaching us how to live. Describe what we do and say when we hear the Gospel story. Commit to memory the responses before/after the Gospel reading.

History. Research the *Book of Kells*. Show students pictures of the pages in the book. State why the Bible was written in this way.

Music. Commit to memory several *Alleluia* refrains used to introduce the Gospel reading at Mass.

1.05.07

Identify the time when the priest raises the bread and wine to become Jesus' Presence with us.

State when the priest lifts the bread and wine saying the words "This is my Body" and "This is my Blood." Describe what we do and say at this time of the Mass. Express how we do not see the bread and wine change but that we believe Jesus comes to us when these words are spoken. State that only the priest can say these words with this effect. Describe how this is a mystery.

Family Life. List times when students attend Mass with their families. State why it is important to go to Mass every Sunday. At the prayer before mealtime, express thanks for the bread that we eat, bless the bread and give a piece of the bread to each member of the family.

Music. Learn melody for "Holy, Holy, Holy" commonly used at parish Eucharistic liturgies.

1.05.08

State how we pray the "[Our Father](#)" at Mass as the entire community.

Identify the "Our Father" as the prayer that Jesus taught his friends to pray. State when the "Our Father" prayed during Mass. Pray the "Our Father" together.

Family Life. Pray the "Our Father" everyday with the family perhaps after the main meal of the day. Music. Learn one "Our Father" melody that is used during the parish liturgies. (08)

1.05.09

State that we call Jesus Christ the [Lamb of God](#) who takes away sin.

State how Jesus is the Lamb who died and forgave us. Commit to memory the "Lamb of God." Identify when the "Lamb of God" is prayed at Mass.

Culture. Research a cultural group that raises sheep. Identify how sheep are tended. Identify the products derived from sheep farming. Make a bulletin board of pictures of sheep and shepherds.

1.05.10

Identify the time at Mass when people receive Jesus in [Holy Communion](#).

Describe what the people do when they receive Holy Communion.

Music. Learn the song "Jesus Christ, Bread of Life" (Dvorak and Schaubel, WLP)

1.05.11

State that Sunday is a special day when we gather in church to thank and [worship](#) God as Creator and Father of all.

State meaning of worship. Express understanding that Sunday is a special day for the family to gather with the parish community to praise and worship God. State that in the Mass we thank God for all the blessings of life and ask God to help us in the coming week. State that we hear the words of the Gospel and learn how to live the Christian life. State that God blesses us in a special way when we gather to pray.

Social Studies. Identify all the churches, synagogues, mosques located near the school. On a street map locate the buildings. If possible, list their formal names. Identify how many of these names we can read and understand. Identify the names we cannot read or understand. State how we might learn how to read and understand the names. Identify the ethnic groups who worship God in these places.

1.05.12

State that the Church celebrates the life of Jesus Christ throughout the year especially during [Advent](#)/Christmas and [Lent](#)/Easter.

Define advent and lent. Show familiarity with the seasons of Advent/Christmas and Lent/Easter. Prepare for Sunday liturgies by hearing the Gospel reading on Fridays/Saturdays and examine its meaning. Recognize the colors of the Church Year worn by the ministers. Use in sacred space of classroom as symbolic of the seasons.

Family Life. After the Sunday Mass, review the Gospel reading and something learned from the minister's homily. Create a sacred space at home where the Bible is kept with a light or candle. Decorate the area with the colors of the Church seasons and with other symbols of the seasons (i.e., Advent wreath, crèche, ashes, palms, crucifix, etc.).

1.05.13

Identify [symbols](#) of the seasons of the Church Year.

Identify the Advent Wreath for the season of Advent. Identify ashes for the beginning of Lent. Identify palms for celebration of Palm Sunday. Identify the bread and wine used in the Passover Meal celebrated on Holy Thursday. Identify the cross for Good Friday. Identify the Easter candle as symbolic of the Risen Christ.

Literature. Read a story about a Jewish family celebrating the Passover meal. Identify the roles of the father, the mother, and the children. Name the food items of the meal. Identify other symbols at the table.

GRADE ONE

GOAL SIX

CHRISTIAN PRAYER AND SPIRITUALITY: Understand and express the different forms of prayer consciously recognizing the work of the Holy Spirit and the meaning of self-surrender to God.

LEARNING OUTCOME

SAMPLE ASSESSMENT

CONNECTIONS

1.06.01

Exhibit understanding that [prayer](#) is listening and speaking to God.

State meaning of prayer. State how we listen to God in prayer by keeping silent and listening to God in our hearts. Learn gesture of placing hands quietly on our laps or over our hearts and closing our eyes when we want to be quiet and listen to God. State meaning of speaking to God by using prayers or making our own prayers to God. Write a prayer to God.

Family Life. State the ways in which the family members pray. Identify how the family prays by listening to God. Identify how the family prays by using words alone and together.

1.06.02

Show awareness that God is [holy](#) and loving.

State meaning of holy. State that we call God holy because God is good. State that we use the word holy in the prayers of the Church. Learn the hymn "Holy God, We Praise Your Name." State that in church we genuflect or bow to the tabernacle as a sign of reverence to God.

Science. Observe a tree throughout the seasons. Make a chart of how the tree changes with each season. Draw a picture of the tree showing the seasonal changes. Place these observations in a special area of the classroom that can be kept for the year.

1.06.03

Exhibit understanding that God's [Holy Spirit](#) is in me and gives me life.

State that God's Holy Spirit lives in me and gives me life at all times. Articulate that I can speak to God within me at any time. State that God is always calling me to be good and holy.

Literature. Read the story of "The Littlest Angel." Examine how the angel is struggling and what is the resolution. State how the students might identify with the angel. Draw a picture of the story.

1.06.04

State that we pray alone and with others.

State examples of how we pray alone. State examples of how we pray with others.

Science. Pretend that you do not have a voice. Find ways to communicate without using words.

1.06.05

Show understanding that we ask God for what we need.

Make a list of the needs we pray to God about. Distinguish wants and needs in prayer using the list.

Literature. Read a story about a character who is searching for something.

1.06.06

Exhibit understanding that we can be aware of God at all times.

State that God is with us at all times and cares for us. List ways showing how we are aware of God. Write a prayer asking for awareness of God.

Science. Draw a simple food chain. Diagram the position of a fly, fish, chicken, sheep, dog, and yourself on the chain. State importance of knowing the food chain.

1.06.07

State how we pray with Mary and the [saints](#).

Identify Mary as the Mother of Jesus the Son of God. Name the saints who are represented in the names of the students. Research one fact about each of these saints. List their names on the bulletin board with pictures (if possible).

Language Arts. Make a book about your name. Write the derivation of the name. List what culture from which it comes. Write what your name means. Find famous persons who have your name. Write one fact about one of these persons. Make a colorful drawing of your name.
Music. Learn “Hail Mary, Gentle Woman.” (Carey Landry, North American Liturgy Resources, WLP)

1.06.08

Recite prayers from memory or with the class.

Recite from memory: Glory Be and Hail Mary. Recite a simple act of faith, hope and love. Recite the before and after meal prayers. Recite a simple morning offering. Prayer of sorrow for sin. Recite with the class the Our Father.

Language Arts. Retell steps in a story by saying what happened first, second, third, etc.
Social Studies. Make up a game to help you remember the names of your classmates.

1.06.09

Show understanding of group prayer by participation in class prayer services and rituals.

Participate in the prayer services and rituals designed by catechism or created for special occasions. Show reverence for times of prayer with the class. Participate in music and ritual actions.

Physical Education. Learn simple yoga positions.

1.06.10

Identify ways that we pray for and with the living and the dead.

Celebrate the feast of All Saints and All Souls. Construct a remembrance table in the classroom for Feast of All Souls. Arrange pictures of students’ relatives/friends who have died. Place Bible, votive candle, appropriate colors, flowers, etc. to decorate the area. Share stories about the loved one/s who have died during the month of November. Pray the prayer for the dead, “Eternal rest grant unto them, O Lord...” State why it is important to remember those who have died.

Language Arts. Write a biography of a deceased relative including date of birth, date of death, full name, a favorite story about the person, and a prayer of thanks to God for the privilege of knowing this person. Include a picture, photo or drawn, in the book.
Music. Learn the song “When the Saints Go Marchin’ In.” (African American spiritual)

GRADE ONE

GOAL SEVEN

CATHOLIC CHURCH: Understand and appreciate the mystery of the Church, the Body of Christ, the community of believers, as expressed in the Church's origin, mission of evangelization, hierarchical structure, marks, charisms, members and the communion of saints.

LEARNING OUTCOME

SAMPLE ASSESSMENT

CONNECTIONS

1.07.01

State that the [church](#) is a place where people gather to praise, thank and worship God.

Identify the church as a place of worship. State that people go to a church to praise, thank and worship God. Show understanding that God wants his people to love and praise him for his blessings and love for us. State that this special time of worship is usually on Sundays.

Social Studies. Find a picture of a mosque. Identify how this building is used to worship God. State structural differences of a mosque from a church. Research an ethnic group that uses a mosque for worship. Identify characteristics of the group. Listen to some of the music of this group. Place a picture of the mosque on the bulletin board next to the Parish Life section of the bulletin board.

1.07.02

Show understanding that the Church's is God's special family.

Identify the church as a family of people who believe in God and follow God's rules. Show understanding that we go to church as a family to praise and worship God. Identify our family as belonging to God's people.

Social Studies. Identify meaning of community. State characteristics of living in a community. Explain why communities are important. Name communities to which we belong. State whether a family is a community and why.

1.07.03

Identify the Sacrament of Baptism as the way in which people become [members](#) of the Church.

State meaning of members. Identify a group that requires membership. State that we become members of the church through the Sacrament of Baptism. Identify that many people are baptized all over the world and belong to the church. Create a list of students who are baptized and place on bulletin board.

Geography. Locate a picture of St. Peter Basilica in Rome. State the importance of St. Peter's as a symbol of the world church. Locate Rome in Italy. On a globe or world map, find Rome in relationship to where students live. Place picture of St. Peter's in the Parish Life section of the bulletin board.

1.07.04

State that we learn about God through the Church.

Describe how the church teaches us about God. Make a list of how this is done. Place on Parish Life bulletin board. Find pictures of people who are learning about God in a parish setting.

Biography. Locate a picture of Pope Benedict XVI. State that Pope Benedict is the pastor of the whole church. Read a story about Pope Benedict's childhood. Locate where his family lived on a map.

1.07.05

Identify the name [Catholic](#) as the name of the Church of which we are members.

State the meaning of the Church as Catholic. State that we are members of the Catholic Church if we are baptized in a Catholic parish. State that as members of the Catholic Church we receive many gifts and blessings. Identify some of the gifts.

Geography. Identify the continents. Locate the continent in which we live. Locate continents from which other students in the class have originated. Write a trade book about the continent in which you were born. Find pictures of the continent and its people to place into the trade book.

1.07.06

State that Jesus Christ established the church and commanded his followers to help the church grow.

Identify Jesus as the founder of the whole church. State that Jesus' friends were sent by Jesus to tell the people about God and be baptized.

Music. Learn the song "They'll Know We Are Christians by Our Love." (Sholtes, FEL Publications, WLP)

1.07.07

Name the [Holy Spirit](#) as God's Spirit helping the Church to grow and to serve the world.

Identify the Holy Spirit as the Third Person of the Holy Trinity. Describe God's Holy Spirit as the loving energy of the Church's growth. Name ways that the Church helps others in the world. State the Feast of Pentecost as the birthday of the Church.

Music. Sing "Send Us Your Spirit." (Haas, GIA Publications)

1.07.08

State that Jesus gave the Church the [mission](#) to spread to all people the message of God's love.

State the meaning of mission. State that the Church has a mission to the world to tell all people about God's love. State that the Church wants all people to be united in love and live in peace.

Language Arts. Make up skits that show how you would tell people in the world how important it is to live in peace. Share these skits with the kindergarten class.

1.07.09

Show understanding that the Church has many holy people some of whom are called [saints](#).

State the meaning of saints. State that we belong to the family of saints. State that God wants all of us to be holy like the saints. Explain that the saints help us to understand how to love and serve God and each other.

Biography. Research the life of St. Patrick. Locate the place where he lived. Identify the role he played in the Church. Find pictures of Ireland. Identify students of Irish or Celtic heritage. Biography. Research the life of St. Agnes of Rome. Locate the place where she lived. Identify the time in which she lived. State why she died as a young girl. Find a picture of St. Agnes. Identify the symbols surrounding her name and status in the church.

GRADE ONE

GOAL EIGHT

PARISH LIFE: Understand and participate in the life of the Church as lived in the parish through its community, cultural aspects, worship, sacramental life, service, missionary endeavors and organization.

LEARNING OUTCOME

SAMPLE ASSESSMENT

CONNECTIONS

1.08.01

Identifies the [parish](#) as a special [community](#) of people in the Catholic Church who love and worship God.

State the meaning of parish and community. Describe the ways in which the parish worships God and celebrates God's blessings and love.

Health. Identify services in the community that serve our health needs. Make a list of these services. Describe why it is important for the community to have these services.

1.08.02

State the name of the parish.

Identify the name/s of the parish/es to which students belong. List the name/s of the parish/es. Read the mission statement of the parish.

Science. Design a situation in which a problem has to be solved. Each student make a list of how the problem might be addressed. Identify ways the group together might address the problem. Compare the ways the problem could be solved. Decide if it was easier to solve the problem alone or together.

1.08.03

Describe the parish as a place where we help one another to pray, celebrate and help others.

List ways that parishioners pray together. State how the parish celebrates its cultural heritage. Describe how the parish helps others. State how our families benefit from the life of the parish.

Mission. Identify one way the parish serves the larger community. Agree on a particular action the students could take to assist with this project or program. Develop an action plan for involvement.

1.08.04

Identify the [pastor](#) as the leader of the parish.

State the meaning of pastor. Identify the name of the pastor/s of students' parish/es. Develop a list of questions to interview the pastor about his work in the parish. Place a photo of the pastor in the Parish Life bulletin board. Write a prayer for the pastor and give the prayer to him.

Family Life. Identify ways in which the parish serves the family. Pray for the pastor and the growth of the parish. Design a Christmas/Easter card to be signed by family members and given to the pastor during Christmas/Easter.

GRADE ONE

GOAL NINE

VOCATION: Understand and undertake discipleship in Christ responding in faith by participating in the mission of the Church through living a specific call in the life of the Church.

LEARNING OUTCOME

SAMPLE ASSESSMENT

CONNECTIONS

1.09.01

Show understanding that God calls me as God's own to be loved and to love.

Express how God shows love to me and calls me to love others. Identify how parent/guardians, teachers, other meaningful adults remind me of God's loving call to me. Identify how nature reveals God's loving call. Design a chart of people and objects in nature that remind me of God's love. Find pictures of these people and objects or draw them. Share the chart with the class.

Family Life. Describe how the family celebrates God's loving call to each member of the family especially at birthdays, anniversaries, first reception of sacraments, etc. Write a prayer for each member of the family and place it in the sacred space of the home.

1.09.02

Articulate that in the Sacrament of Baptism I belong to God in a special way.

State that the Sacrament of Baptism makes me a member of God's family.

Music. Sing "Here I Am, Lord." (Ward, WLP)

1.09.03

State that [marriage](#) is a special sacrament of the Church that helps parents to raise their children in the life of God and the Church.

State the meaning of marriage. Articulate how it is a sacrament of the Church. Find photos of a couple being married in the parish church. Place photos in the Parish Life bulletin board. Identify members of the family who are married (parents, aunt/uncles, grandparents, etc.)

Culture. Research marriage in another culture. Compare to Christian marriage. List why marriage is important to family life.

1.09.04

Show understanding that the Church has special ministers who serve others.

List ministers of the church who serve in the liturgical life of the parish, such as, lectors, acolytes, musicians, minister of the Eucharist, etc., or, teachers/catechists, priests, sisters, etc. Describe how they serve.

Physical Education. Play a game that is a team game. Describe why it is important to play as a team in this particular game. State the rules of the game.

1.09.05

Identify the priest as a [minister](#) of the Church who has a special role of leading people in prayer.

State meaning of minister. Identify the priest as a call from God to a life of service in the church.

Art/Photography. Help students to take outdoor photos learning how to use light and centering.

GRADE ONE

GOAL TEN

ECUMENISM AND DIALOGUE: Understand and participate in the call of the Church to be a sign of unity in the world through knowledge of and collaboration with Christian churches, Jews, Muslims, and all faith traditions.

LEARNING OUTCOME

SAMPLE ASSESSMENT

CONNECTIONS

1.10.01

Show understanding that God loves and cares for all people.

State that God loves all people and shows that love at all times. List different people we see or know who might not belong to our church but are loved by God. State that all people deserve our respect because they are created and loved by God.

Culture. Research an indigenous culture located in a different continent. Find pictures of the culture, its geographic location and its people, especially the children. Describe why you think God loves these people just the way they are.
Music. Sing the song, "Jesus Loves the Little Children."

1.10.02

State that Jesus was a [Jew](#) who lived and worked in that culture.

State meaning of Jew. Identify the Passover meal as a religious event of the Jewish people. State that Jesus was a faithful Jew who lived the Jewish customs and followed God's commandment to love.

Literature. Read a trade book about Jewish life in the U.S. Draw a picture of a favorite part of the story.

1.10.03

Show awareness that I have neighbors who know about God in different ways than I do.

State how our neighbors come from many places and practice many different ways of loving God. Describe how I respect for all my neighbors.

Literature. Read a trade book about a Muslim family living in a neighborhood. Draw a picture of a favorite part of the story.

GRADE 4

GOAL

LEARNING OUTCOME
Critical for Mastery

SAMPLE ASSESSMENTS

CONNECTIONS

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